

Special Revised Edition

Pathway to IELTS 5.0

Student's Book

Chris Gough

GARNET
EDUCATION

Pathway to
IELTS
5.0

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Book map

Section 1

Unit 1 Health

Speaking	lifestyle / talking about health problems / telling stories
Vocabulary	healthy or unhealthy? / typical health problems / accidents
Listening	flow charts
Reading	sentence completion
Writing	nouns that help link a text

Unit 2 Nature

Speaking	talking about climate, weather and temperature
Vocabulary	climate / weather conditions
Listening	a weather forecast / an everyday conversation / recognizing register
Reading	different text types
Writing	deciding what to say / practise writing the main part of a composition

Unit 3 Construction

Speaking	talking about homes / contrasting ideas
Vocabulary	describing your home / your neighbourhood
Listening	spelling answers correctly
Reading	coping with longer texts
Writing	planning the composition / spelling and punctuation

Unit 4 Technology

Speaking	talking about technology / giving examples
Vocabulary	machines, appliances, devices and gadgets / how technology affects you
Listening	understanding different accents
Reading	timing yourself / improving your reading speed
Writing	having enough to say / making sure you write enough

Unit 5 Society

Speaking	discussing social issues / fitting a punishment to a crime / explaining what you mean when you can't remember a word
Vocabulary	social issues / crime and punishment
Listening	transferring answers to the answer sheet
Reading	checking your answers
Writing	practise writing a letter / choosing what to say and how to say it

Section 2

The IELTS Academic exam – specific training

Unit 1 Work

Reading

applying your reading skills to an academic text

Writing

interpreting and describing bar charts / dealing with more information

Unit 2 Technology

Reading

preparing to read and reading for gist / reading for detail and dealing with unknown vocabulary

Writing

interpreting and describing pie charts / dealing with more information / deciding what to say and how to say it

Unit 3 Health

Reading

recognizing paraphrased language / dealing with statistics

Writing

interpreting and describing line graphs / linking a description together / dealing with more information

Unit 4 Society

Reading

understanding references and linking

Writing

describing a flow chart / using the passive to describe a process / linking a description of a process together

Unit 5 Movement

Reading

timing yourself / checking answers

Writing

composition content (Academic exam Writing Task 2) / a balanced composition / improving compositions for the Academic exam



Introduction

How this course works

Pathway to IELTS 4.5 and *5.0* are aimed at students who want to take the IELTS exam while studying at a pre-intermediate level.

This book consists of 10 units. The first five units, (section 1) along with *Pathway to IELTS 4.5*, form part of the preparation for the general exam. The material develops in terms of challenge, to take you from a strong elementary to intermediate level. The earlier units focus on basic skills and basic language, including sentence structure and spelling. The texts and recordings are short and simplified to guide you and give you confidence. By *Pathway to IELTS 5.0* you will be tackling texts and working with language that is close to the level of what you will deal with in the exam. Section 2 of *Pathway to IELTS 5.0* gives you specific training on the IELTS Academic exam.

Each unit in Section 1 consists of four modules, which are briefly summarized below.

Speaking and Vocabulary

The focus is on Speaking test practice and preparing you for the type of interaction you can expect with the examiner. There is frequent practice in understanding and answering appropriately the type of questions that the examiner is likely to ask. The vocabulary selected is the vocabulary that you are most likely to need during the Speaking test. You are also encouraged to record and revise vocabulary that is particular to your interests, and that you will need to remember in order to talk fluently about your life. There are frequent reflective exercises that allow you to assess your progress and talk about concerns you may have.

Pathway to IELTS doesn't have a grammar syllabus. Grammar is dealt with mainly as revision, as it is assumed that you will be studying grammar on a general English course at the same time you work through this course. Some major grammar points are dealt with a little more thoroughly, but, generally, the aim is to develop your ability to use the grammar to communicate or to recognize it when you are reading.

The *Grammar checks* in each unit focus attention on key grammar points as they arise. If you feel that you need further practice with a particular grammar point, you should use an appropriate grammar resource in your own time or ask your teacher to help you in the lesson.

The speaking part of each unit focuses attention on a key pronunciation point. Sometimes this involves practising difficult individual phonemes, and sometimes it involves working with stress and intonation. These points are there to help improve your pronunciation in the Speaking test.

Listening

The Listening Module is roughly divided into two sections. The first section aims to engage you in a topic, pre-teach key vocabulary and then focus on a key skill or particular IELTS exam technique. The second section aims to practise the skill or technique, and then encourage you to reflect and develop. Each unit focuses on a different skill or technique, but those skills and techniques are revised as the course progresses. All listening tasks are just like the ones you will tackle in the exam.

Reading

The Reading Module is designed like the Listening Module. Earlier units focus on a number of short texts and general reading skills, while later units deal with longer texts and provide practice with specific exam techniques.

Both the Listening and Reading Modules end with a focus on *Key vocabulary in context*. The aim here is to focus on the semi-formal vocabulary that you are likely to meet in the recordings and texts typical of the IELTS exam. Sometimes you are encouraged to select vocabulary from a text that you think will be particularly useful to you and that you should record and revise.

Writing

The Writing Module focuses equally on the two parts of the Writing test. Earlier units focus more on correspondence tasks – letter and email writing – while later units focus on the more challenging discursive compositions. Each unit provides analysis of and practice with a particular writing skill or technique that is required for the exam. There is a focus on step-by-step guided writing and there are model compositions and reports for all of the writing tasks.

Consolidation and Exam Practice

This is divided into two parts. The first part revises the speaking focus and vocabulary presented in the first module. Occasionally, a speaking skill will be developed and there is a new focus. The second part practises listening, reading or writing skills under something closer to exam-type conditions. The units in and the first section of *Pathway to IELTS 5.0* develop the work in *Pathway to IELTS 4.5*. They focus on one skill and provide fuller exam practice.

Exam tips and Question-type tips

These tips occur all the way through the course. They are there to help you know how to approach the various tasks that make up the exam, and to provide advice on how to go about getting the highest score possible in the exam. They also give advice that will help you to improve your all-round level of general English.

Reviews

There is a review at the end of Section 1. The aim is not simply to revise language that has been learnt, but to reflect on what has been achieved and what needs most work. There are exercises that encourage you to revise the vocabulary you have learnt independently and to reflect on which of it is most useful to you.

Mock tests

There are three mock tests provided on our website: garneteducation.com/pathway. The first two tests are designed to be slightly more challenging than the content of the first level of the course, but not quite as challenging as the actual exam. The third test is at the level you can expect from the exam. The first two tests are suitable for use after each of the two sections in *Pathway to IELTS 4.5*. The third test is suitable for use after the first section of this level of the course, *Pathway to IELTS 5.0*.

Workbook

There are Workbook exercises for each of the first four modules in the Course Book units. You might complete these exercises in class if your teacher feels that you need further practice with a point, or complete them for homework. In the Course Book reading modules, direct reference is made to these Workbook exercises, because the exercises specifically focus on the content of that particular module. Occasionally, a reference to the Workbook exercises is also made where the material links directly to the content of other modules.

As you work through the course, you will learn more about the exam and what you have to do in each of the tests. By the end of the course, you will know everything about the exam and what is expected of you.

The IELTS Academic exam

Some students are studying at a pre-intermediate or intermediate level, but need to pass the Academic IELTS exam in order to enter university or apply for a job. Section 2 of *Pathway to IELTS 4.5* therefore provides practice specifically for the Academic exam.

Section 2 focuses on the reading and writing skills that you need to progress toward the Academic exam, and will prepare you to sit the exam within a few weeks. There is a longer introduction to Section 2 and some introductory exercises for you to complete at the beginning of that section.

1 Health

Vocabulary 1: healthy or unhealthy?

A Check the highlighted words and phrases and mark each of these sentences (H) healthy or (U) unhealthy in the first column.

- | | | |
|--|---|---|
| 1. I do regular exercise and like to stay fit. | — | — |
| 2. I'm a bit overweight. | — | — |
| 3. I walk or ride a bicycle and like to get fresh air. | — | — |
| 4. I eat lots of fresh fruit and salad. | — | — |
| 5. I eat lots of fried food and frozen food. | — | — |
| 6. I drink plenty of water during the day. | — | — |
| 7. I drink a lot of fizzy drinks. | — | — |
| 8. I really like sweets, chocolate and cakes. | — | — |
| 9. My job gives me a lot of stress. | — | — |
| 10. I smoke. | — | — |

Speaking 1: lifestyle

A Look again at Vocabulary 1A. In the second column, write (T) true for you or (N) not true for you. Then talk with a partner about your lifestyle.

Vocabulary 2: typical health problems

A Complete each sentence with a health problem below.

headaches cough hay fever poor eyesight flu allergic to

- People often say they have _____, but usually it's just a bad cold.
- A lot of people are _____ something. It could be a type of food, or animals like cats or dogs.
- A lot of people suffer from _____ in spring. They get sore eyes and a runny nose.
- People who smoke are more likely to get a _____ than people who don't smoke.
- Some people get bad _____ if they concentrate for too long. It can make life difficult.
- If people have _____, they need to wear glasses.

B Use a dictionary to find any words and phrases that you need to talk about any health problem you have or somebody you know well has. Then compare with a partner.

Pronunciation check

The *ough* at the end of words is sometimes pronounced in different ways.

Sometimes it is pronounced /ɒ/, sometimes /ʌ/ and sometimes /əʊ/.

It is difficult to know which way is correct if you see a new word.

Decide how these words are pronounced.

- cough
- enough
- though
- rough



001 Listen and check your answers.

Speaking 2: talking about health problems

A Walk around the classroom. Find at least one person who ...

1. has had a bad cold/flu recently.
2. is allergic to something.
3. has a bad cough at the moment.
4. suffers from hay fever.
5. often gets bad headaches.
6. has poor eyesight.

B Talk with a partner. What should a person with each of the problems above do?

Example: *If you've got poor eyesight, you should wear glasses or contact lenses.*

Vocabulary 3: accidents

A Match the phrases below with the pictures.

1. break a bone
2. get an electric shock
3. burn yourself
4. need stitches
5. be stung
6. be bitten



Speaking 3: telling stories

A Talk with a partner. Ask and answer these questions.

1. Have you ever needed stitches in a bad cut?
2. Have you ever had an electric shock?
3. Have you ever broken a bone?
4. Have you ever burnt yourself?
5. Have you ever been stung by a bee / a scorpion?
6. Have you ever been bitten by a dog / a snake?

Grammar check

We use the *passive voice* when we want to focus on what happened to somebody rather than who or what did the action. Sometimes who or what did the action is also important, so we put it at the end of the sentence and use *by*.

Have you ever been stung by a bee? ✓ NOT *Has a bee ever stung you?* ✗

The second question is not wrong, but it isn't very natural.

Make these two sentences passive.

1. Has an animal ever attacked you? _____
2. Yes, a neighbour's dog attacked me when I was little. _____

We ask *What were you doing?* if we want to know about before an accident.

What were you doing when you got an electric shock? → *I was working in the house.*

We ask *What did you do?* if we want to know about after an accident.

What did you do when you got the electric shock? → *I went to lie down.*

B Talk with a partner. Ask and answer the questions in Exercise A again. Say ...

where you were what you were doing what you did

1

Listening 1: flow charts

A Look at part of a flow chart below and then answer these questions with a partner.

1. What is a flow chart?
2. What does this flow chart show?
3. What do these words mean?

symptoms diagnosis treatment

Cold and flu

Follow the chart so that you know how to treat the symptoms of a cold or the flu and whether or not you need to see a doctor. Other conditions can have the same symptoms as a cold or the flu.

SYMPTOMS

DIAGNOSIS

TREATMENT

↓ BEGIN HERE

① Do you have a fever?

→
NO

You may have a cold.

→

Get plenty of rest and drink lots of water.

↓ YES

② Do you have a sore throat and headache but not a runny nose?

→
YES

You may have strep throat – a bacterial infection.

→

Get plenty of rest and drink lots of water. See a doctor if the fever lasts more than 48 hours. He may give you antibiotics.

↓ NO

③ Did your symptoms start suddenly? Do your muscles ache? Do you have a sore throat and a runny nose?

→
YES

You may have the flu.

→

Get plenty of rest and drink lots of water. Medicine that you can buy at a chemist will relieve some of the symptoms.

↓ NO

Grammar check

First conditional type sentences can be used to talk about possibility and give advice.
If you have a sore throat and a runny nose, you may have the flu.
If you have the flu, you should get plenty of rest.

B  002 Look at the next part of the flow chart. Listen and complete the notes using NO MORE THAN TWO WORDS for each answer.

④ Do you have a bad cough and is it difficult to (1) _____?

→
YES

You may have bronchitis.

→

Get plenty of rest and drink lots of water. If you (2) _____, stop completely for a while. Medicine that you can buy at a chemist will relieve the (3) _____. If symptoms get worse, contact (4) _____.

↓ NO

⑤ Do you have a runny nose and sore eyes?

→
YES

You may be (5) _____ something.

→

Try medicine that you can buy at a chemist or ask your doctor for advice.



Question-type tip: A flow chart shows a series of events or actions and their possible results. In the Listening test, you will sometimes need to complete notes on a flow chart. Having a chart like this helps you, because you can predict how the talk will be organized and divided into parts. You know when the speaker is going to go from one topic to another.

Listening 2: practice with flow charts

- A** **003** Look at the first part of a flow chart that shows you what to do if you have a headache. Listen and complete the notes using **NO MORE THAN TWO WORDS** for each answer.

Headaches

There are different reasons why you may have a headache. You may also have other symptoms. Follow the chart so that you know what to do if you have a headache.

SYMPTOMS		DIAGNOSIS		TREATMENT
<p style="text-align: center;">↓ BEGIN HERE</p> <p>① Do you have a fever or other symptoms of a cold? Have you been sick?</p>	→ YES	<p>You may have a bad cold or (1) _____.</p>	→	<p>Get plenty of rest and drink lots of water. (2) _____ that you can buy at a chemist will relieve some of the symptoms.</p>
<p style="text-align: center;">↓ NO</p> <p>② Do you have a very bad headache and a stiff (3) _____? Does normal light hurt (4) _____?</p>	→ YES	<p>You may have meningitis – a serious condition that can affect your (5) _____.</p>	→	<p>You MUST see your doctor or go to a (6) _____ immediately.</p>
<p style="text-align: center;">↓ NO</p> <p>③ Have you hit (7) _____ recently?</p>	→ YES	<p>You may have concussion – a serious condition caused by (8) _____ pushing against your brain.</p>	→	<p>You MUST get immediate treatment.</p>

- B** Check the key on page 169. How many questions did you answer correctly?

- C** Tick the sentences about the Listening task that are true for you and think about how you can answer more questions correctly next time.

1. Looking at the flow chart helped me make predictions about what I would hear.
2. I understood the speaker and knew which words to write in the spaces.
3. I spelt most of my answers correctly.
4. I am pleased with how many questions I answered correctly.

Key vocabulary in context

Match the words 1–4 with the words a–d to make common noun phrases from the text.

- | | |
|-----------|------------------|
| 1. runny | a. muscles |
| 2. sore | b. nose |
| 3. aching | c. neck |
| 4. stiff | d. throat / eyes |

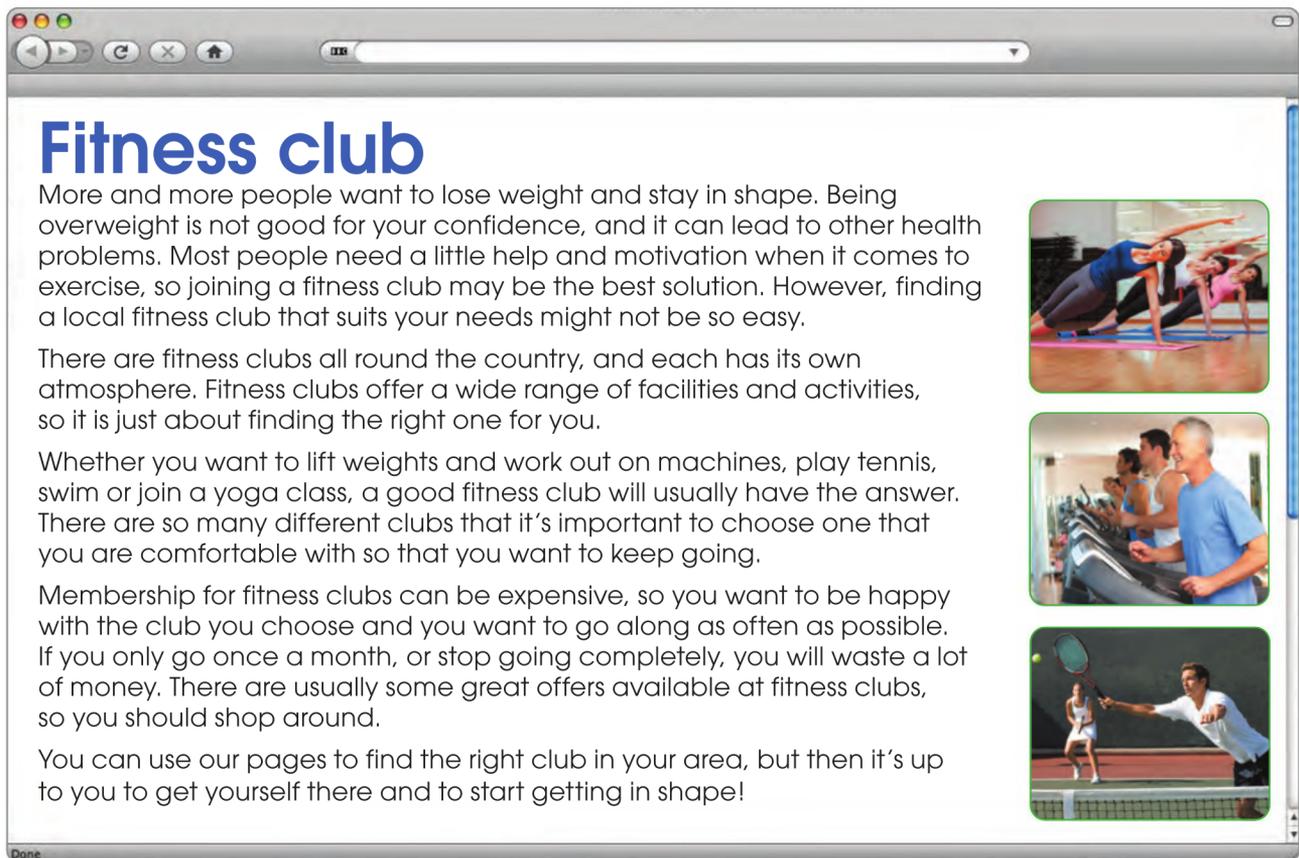
1

Reading 1: preparing to read

A Answer these questions with a partner.

1. What is the most common way of trying to lose weight in your country?
2. Do men and women try to lose weight in different ways?
3. Do many people go on a diet?
4. Do many people join a fitness club or a group for people who want to lose weight?

B Read the extract from a webpage that gives advice about finding a fitness club.



Fitness club

More and more people want to lose weight and stay in shape. Being overweight is not good for your confidence, and it can lead to other health problems. Most people need a little help and motivation when it comes to exercise, so joining a fitness club may be the best solution. However, finding a local fitness club that suits your needs might not be so easy.

There are fitness clubs all round the country, and each has its own atmosphere. Fitness clubs offer a wide range of facilities and activities, so it is just about finding the right one for you.

Whether you want to lift weights and work out on machines, play tennis, swim or join a yoga class, a good fitness club will usually have the answer. There are so many different clubs that it's important to choose one that you are comfortable with so that you want to keep going.

Membership for fitness clubs can be expensive, so you want to be happy with the club you choose and you want to go along as often as possible. If you only go once a month, or stop going completely, you will waste a lot of money. There are usually some great offers available at fitness clubs, so you should shop around.

You can use our pages to find the right club in your area, but then it's up to you to get yourself there and to start getting in shape!

Reading 2: sentence completion

A Using the extract above, complete each sentence with the correct ending A–G from the box. Not all of the endings need to be used.

1. Finding the right fitness club for you ... _____
2. Being comfortable with your fitness club ... _____
3. Not going to your fitness club regularly ... _____
4. Shopping around ... _____

- A is a waste of money.
 B is usually quite cheap.
 C can be difficult.
 D will stop you losing weight.
 E will often mean that you get a good deal.
 F might make you unhappy.
 G means that you will keep going to it.

B Choose the correct option in each pair of sentences about Exercise A.

1. A You can match beginnings and endings logically without looking at the text.
B You must read the text carefully to check that it says the same as what the sentence says.
2. A Matching the beginnings and endings is easy. You just have to find the ending that fits grammatically with the beginning.
B Matching is not so easy because all the endings fit grammatically with all the beginnings.
3. A The sentence endings have a wide range of grammatical structures.
B The sentence endings begin with the same part of speech.



Question-type tip: You may have to do a task where you match sentence beginnings with sentence endings. There will always be more endings than beginnings, so you don't have to use all the endings.



Exam tip: All the endings will start with the same part of speech, so you can't just match grammatically. Don't guess answers that seem to make sense – look carefully to find answers in the text.

Reading 3: practice with sentence completion

A Look at this advertisement for a chain of clubs that helps people to lose weight. Scan the text and answer these questions.

1. What is the chain called?
2. Who is the man in the picture?
3. How can you find your nearest club?

B Skim the text for one minute only. Then cover the text and talk with a partner. Find THREE things that you both remember.

Do you want to lose weight, feel great and enjoy life?

Well, act now – come along and meet your local **FEELGOOD** coach.

The first meeting is free for all!

Joining one of our FEELGOOD clubs has many benefits.

- Meet new people in a motivating but friendly environment.
- We will measure your weight each week to help you assess your progress and keep you motivated.
- We will give you individual advice that will ensure you achieve your goals, and we will help you to set yourself new goals.
- Each week, we will provide new products that you can try out and purchase if you are satisfied.
- We will help you change the shape of your body and show you why simply eating less doesn't necessarily equal weight loss.
- We will introduce you to people who we have already helped and show you videos that tell the story of their progress.
- We will charge you only £10 for each weekly meeting and only £30 for a whole month of meetings. There are no penalties for missed classes!
- We will give you a whole month of free meetings if you introduce a friend to **FEELGOOD!**



We have clubs all over the south-west.

Call 01564 698 140 to find out where your nearest FEELGOOD club is.

C Read the text again and answer the questions.

For questions 1–8, complete each sentence with the correct ending A–J from the box. Not all of the endings need to be used.

1. Nobody has to ... _____
2. People who join a FEELGOOD club can ... _____
3. Getting individual advice will help members ... _____
4. Members can try out new products and ... _____
5. People do not always lose weight just because they ... _____
6. Members who have previously been successful can ... _____
7. People who miss a class do not have to ... _____
8. Members whose friends join a FEELGOOD club do not have to ... _____

- A buy them if they are happy.
- B eat less.
- C be seen on film.
- D pay less to attend meetings.
- E pay for the first meeting.
- F do as well as possible.
- G pay for a month.
- H join another club.
- I enjoy various benefits.
- J pay for it.

D Check the key on page 169. How many questions did you answer correctly?

E Tick the sentences about the Reading task that are true for you and think about how you can answer more questions correctly next time.

- 1. I skimmed the text to get a general idea.
- 2. I read the sentences in the task carefully before I read the text again more carefully.
- 3. I knew what to look for when I read the text again.
- 4. It was quite difficult to choose the correct ending because there are a lot of options.
- 5. I am happy with how many of the questions I answered correctly.



Exam tip: If it is difficult to find the correct ending for a beginning, cross off the endings that you know are definitely wrong. It is easier to make a decision if you have fewer options.

Key vocabulary in context

Check the key word in the text and then circle the correct option in each sentence.

1. If something is **motivating**, it makes you want to *do well / stop doing something*.
2. If you **assess** something, you *think about it and make a judgement / say that you don't like it*.
3. **Purchase** is *more / less* formal than 'buy'.
4. You receive a **penalty** if you do something *well / wrong*.



For focus on reading skills, go to Workbook page 141.

Writing 1: preparing to write

A Talk with a partner. Look at the pictures and answer the questions.

1. How do the pictures show changing attitudes to smoking?
2. Have attitudes changed in your country? Can people smoke in public places?
3. Do you think it is right to ban smoking in public places?
4. Do you think smoking will ever be banned completely?



B Look at these instructions for a typical IELTS Writing task below. Highlight the key words and check you understand what you have to do.

Write about the following topic:

In many countries, smoking has been banned in all public places. Do you think this is the right thing to do?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

C Answer these questions with a partner.

1. Is it an easy or difficult composition to write?
2. Do you have plenty to say about the topic?
3. Can you give any examples from your own experience?
4. Is it best to write a balanced argument or express a strong opinion?

Writing 2: nouns that help link a text

A Read a student's composition. Does he say what you would say?

Smoking is banned in public places in many countries. It is certainly banned in my country and in countries I have visited. Thirty years ago, it was normal to see people smoking in cafés, on trains and buses and in their offices. My father even remembers people smoking as they walked round the supermarket when he was younger. Now that **idea** would seem very strange and completely wrong.

People who support a ban say it is unfair for smokers to affect the health of non-smokers, and I tend to agree. If people smoke in crowded places, other people have to breathe in their smoke. Passive smoking kills. Hundreds of thousands of smokers need hospital treatment because of smoke-related illnesses, especially lung cancer. The money spent on that **problem** could be spent on other things.

The ban on smoking is not popular with everyone, though. Most smokers and even some non-smokers think that the **decision** is unfair and against human rights. They say that tobacco is sold in shops and do not understand why an **activity** that is legal should not be allowed in some places. They also argue that governments make money from the tax on tobacco and that many people are employed in the tobacco industry.

Personally, I think it is right that smoking is banned in public places. My father is a smoker and, although he is not happy about standing in the street outside his office to have a cigarette, he understands why the ban is necessary. He admits that, since the ban, he smokes less and that it might make him give up the **habit** completely.

B Discuss with a partner. What do you like about the composition? What is the purpose of each paragraph?

C Look at the highlighted words in the composition. What does each refer to?

1. **idea** refers to people smoking as they walk round the supermarket
2. **problem** refers to _____
3. **decision** refers to _____
4. **activity** refers to _____
5. **habit** refers to _____



Exam tip: We very often use general nouns like these to refer back or forwards in a text and to avoid repeating the same words. If you learn some of them, it will help you to read more quickly. If you use them when you write, they will help to organize and link ideas in your compositions.

D Read these short extracts and circle the correct option in each pair.

1. The World Cup is very important in terms of both sport and politics. It is an **incident / event** that brings people from all over the world together for over a month.
2. Police want information about an **incident / event** in Bournemouth town centre. Two men attacked another man outside a nightclub just before midnight on Friday.
3. The increasing number of older people who need hospital treatment is now one of society's most important **issues / situations**.
4. A lot of people in their fifties lose their job and have no other skills. They find themselves in a very difficult **issue / situation**.
5. Most people do not want to get involved if they see a fight in the street. They think it is a **matter / case** for the police to deal with.
6. Teachers and parents usually get together to deal with bad behaviour at school, but in some **matters / cases** the police need to get involved.

E Go to the Exam Practice Module on page 20 for the Writing task.

Speaking

- A** Look at this typical task card for Part 2 of the Speaking test. Is it easy to talk about it?

Describe a time that you hurt yourself.

Say ...

- where you were.
- what you were doing when you hurt yourself.
- what happened.
- what you did when you hurt yourself.

- B**  **004** Listen to a student talking and answer the questions.

1. Where was he?
2. What was he doing when he hurt himself?
3. What happened?
4. What did he do when he hurt himself?

- C** Did the student do well in the speaking task? How could he have done better?

- D**  **005** Listen to the same student trying again. What does he do better the second time?



Exam tip: If you need to tell the examiner about something that happened, use words that you heard on the recording to introduce ideas. They make your story more interesting to listen to.

- E** Work with a partner. Take it in turns to talk about what's on the card in Exercise A.

Vocabulary

- A** Complete each highlighted phrase with the correct preposition.

1. I like to stay _____ shape.
2. I like to get plenty _____ fresh air.
3. I'm allergic _____ the chemicals in some food.
4. I suffer _____ bad headaches.

- B** Correct the spelling mistakes in these words.

1. choclite _____
2. heedache _____
3. gim _____
4. simtoms _____
5. asess _____
6. atitude _____

- C** Fill the gaps with a word made from the root words in brackets.

1. Most people go on a diet to lose _____. (weigh)
2. As people get older, they worry more about their _____. (fit)
3. Quite a lot of people are _____ to cat hair. (allergy)
4. If you have concussion, you must get _____ immediately. (treat)
5. Yoga is an _____ that many people enjoy. (act)

Errors

- A** There are errors in all these sentences. Correct them.

1. I cooked when I burnt my hand.
2. I bitten by a friend's dog once.
3. I was cut myself with a knife.
4. Have you ever stung by a bee?
5. I discovered that my arm was brokeed.
6. I need to lose the weight.